

MCOM Graduate Course Reflection Assignment

The Instructional Technology master's courses are created so that you grow in your pedagogical development for technology integrated learning environments. During this course you have created artifacts, manipulated technology, and thought of ways to apply your technology to learning situations.

In the following assignment you demonstrate this by reflecting on the 1 of the following based on your status:

| Status as a Student | Outcome or Standard Addressed |
|--|--|
| Instructional Technology Master's Students | Master's Outcomes |
| Instructional Technologist Specialist Certification Students | State Certification Standards |
| In-service or Pre-service Teachers | National Educational Technology Standards (NETS-T) |

Requirements:

Choose one of your class artifacts and explain how this artifact indicates mastery of the standard or outcome. Below you will find a list of list of outcomes and standards.

Write a 1-2 page summary, explain how this artifact indicates mastery of the standard/outcome using the following as guidelines:

1. What standard(s)/outcome(s) are being met?
2. Identify 1-3 elements of the artifact and explain why/how they demonstrate mastery.
3. How does, will, or could the content of this artifact benefit your instructional audience or professional community?

Masters in Instructional Technology Outcomes

| OUTCOME | EXPLANATION / EXAMPLE | Possible COURSES |
|--|---|---------------------------------------|
| Employs the central concepts, tools of inquiry, and structures of the discipline of instructional technology and creates an environment conducive to effective integration of technology into the school curriculum. | Show understanding of the entire Instructional Design process. Focus on the development of various learning theories (constructivist, behaviorist, cognitive) as it applies to interactive instruction. | Any 2 required courses |
| Articulates, applies, and adapts theoretical constructs of effective learning, technology integration, and assessment. | Show understanding of multiple intelligences, learning theories, and learning styles. Lesson plan or detailed agenda and plan for a one day technology-related faculty development workshop. | Any 2 required courses |
| Implements a cycle of quantitative and qualitative research that leads to improved technology integration and teacher adoption. | Project from Intro to Research, either Research Project, or Thesis | ELED570, (580 & 581) or 589 |
| Models critical and creative thinking skills in all areas of his or her professional life. | Show creativity and adaptability for learner. May be demonstrated in Technology Plan or through a course project. | 526, other courses |
| Synthesize best practice research and apply these findings to the development of effective communication techniques to foster active inquiry, collaboration, and guided interaction in a positive Instructional Technology learning environment. | How can you use what you learned to develop a better instructional technology learning environment? What are the qualities of a good leader? Literature search techniques / Leadership techniques. Also part of Tech Plan. | 516, 526, ELED570, (580 & 581) or 589 |
| Performs as a reflective and ethical practitioner who continually evaluates the effects of his or her choices and actions on others. | Personal philosophy statement about effective technology integration. Portfolio from the program or internship experience. Evaluations from supervising faculty member and cooperating instructional technologist concerning internship experience. | 580, 581, 585 |
| Articulate a vision for Instructional Technology that incorporates policy areas of: Access, Interoperability, Security, Jurisdiction of operation and supervision, and Maintenance and service. | Instructional Technology Plan | 526 |

MCOM 540 – Multimedia 1

Master of Instructional Technology Students

Toward the end of your program, you will create a portfolio. In the portfolio, you must align your artifacts to the outcomes, and create a summary sheet for each artifact. This course helps you to meet the following outcome.

Outcomes:

Articulates, applies, and adapts theoretical constructs of effective learning, technology integration, and assessment.

Models critical and creative thinking skills in all areas of his or her professional life.

Synthesize best practice research and apply these findings to the development of effective communication techniques to foster active inquiry, collaboration, and guided interaction in a positive Instructional Technology learning environment.

Instructional Technology Specialist K-12 Standards

(Complete if going for PDE Certification, PA Instructional Technology K-12 Certificate)

I. Knowing the Content

The professional education program provides evidence that Instructional Technology Specialist certification candidates complete a program at a bachelor's or post-baccalaureate degree level that requires them to demonstrate their knowledge of and competence in the application of instructional technology in public school settings. The program requires candidates to demonstrate an understanding of the fundamental and advanced concepts of instructional technology planning and applications at elementary, middle, and secondary levels (K-12).

| Standard | Experience | ESU Course | KU Course |
|--|--|--|--|
| I.A. Identification, selection, installation and maintenance of technology infrastructure, and hardware and software applications for school administration and instruction. | 1. Assessment of educational and administrative technological needs 2. Design and production of media including projected and non-projected visual aids, audio and video production in both analog and digital forms, and photography using film-based and/or digital formats 3. Implementation and maintenance of interactive information systems, the Internet, distance learning technologies, and networks 4. Assistive technology resources for students with special needs 5. Evaluation of the performance of hardware and software components of computer systems Application of basic troubleshooting strategies | MCOM 510 MCOM 520 MCOM 526 MCOM 532 MCOM 534 MCOM 538 | ITC 553 ITC 525 ITC 550 ITC 590 ITC 520 |
| I.B. Integrating technology into curricular planning and instructional design. | 1. Research on and evaluation of existing and emerging technologies 2. Use of instructional theories and teaching models 3. Learner characteristics, developmental levels, and individual differences as related to instructional technology resources and modifications 4. Access and use telecommunications for information sharing, remote information access and retrieval, and multi-media/hypermedia publishing 5. Electronic mail and Internet resources for communications and instructional support | MCOM 501 MCOM 510 MCOM 520 MCOM 526 MCOM 532 MCOM 536 MCOM 538 MCOM 540 MCOM 545 | ITC 527 ITC 525 ITC 514 ITC 550 ITC 425 ITC 536 |

| Standard | Experience | ESU Course | KU Course |
|--|--|--|--|
| I.C. Management and administration of technology programs at the building, district and regional levels. | 1. Planning and utilization of facilities including, budgeting, accounting, and program reporting, grantsmanship, personnel administration, and staff development 2. Preparing presentations for parents, administrators, school boards, and the public 3. Monitoring and evaluating technology plans | MCOM 526 | ITC 526 |
| I.D. Research, problem solving and product development of technological applications. | 1. Basic principles of instructional design associated with the development of instructional technology materials 2. Emerging programming, authoring, and problem solving environments including team and collaborative projects such as on-line workgroups 3. Designing and publishing on-line documents that present information and include links to critical resources | MCOM 520 MCOM 526 MCOM 536 MCOM 538 MCOM 540 MCOM 545 ELED 570 | ITC 520 ITC 526 ITC 536 ITC 550 |

II. Performances

The professional education program provides evidence that competencies and exit criteria for Instructional Technology Specialist certification candidates are assessed in coursework, field experiences, portfolios from previous employment and an internship. The program also provides evidence that the candidates demonstrate their knowledge of and competence in the delivery of instructional technology services that enhance administrative and teaching capabilities and improve student learning during a minimum of 120 hours of participation in sequential field experiences, practica, and an internship at diverse educational levels.

| Standard | Experience | ESU Course | KU Course |
|--|---|----------------------|-------------------------------|
| II.A. Managing instructional technology services | 1. Creating an environment that fosters interest and growth in all aspects of technology 2. Establishing and maintaining rapport with all staff and students 3. Communicating high learning expectations 4. Creating a safe physical environment that is conducive to learning | MCOM 526 MCOM 585 | ITC 526 ITC 525 ITC 425 |

| | | | |
|--|---|--|--|
| II.B. Planning, preparation and delivery of technology related in-service programs and instruction in collaboration with other professionals at a variety of instructional levels | Utilize technology in problem solving based upon: <ul style="list-style-type: none"> ▪ Pennsylvania Academic Standards, ▪ Strengths and needs of learners at all levels of technological proficiency, ▪ Established technology implementation plans. | MCOM 520 MCOM 526 MCOM 585 | ITC 526 ITC 525 ITC 514 |
| Standard | Experience | ESU Course | KU Course |
| II.C. Selecting, implementing and adapting technology to teaching methodologies, curriculum resources and administrative functions in collaboration with other educators and integrating a variety of software, applications, and learning tools | | MCOM 520 MCOM 526 MCOM 532 MCOM 538 MCOM 540 MCOM 545 | ITC 527 ITC 525 ITC 514 ITC 550 |
| II.D. Selecting, developing and administering assessments that utilize technological applications and involve multiple indicators of student progress and using technology to maintain records on student achievement | | MCOM 510 MCOM 520 MCOM 526 | ITC 514 ITC 526 ITC 525 |
| II.E. Developing leadership techniques for working with all levels of the educational community and to manage and administer instructional technology programs at the building and district levels | 1. Developing plans to assess the technological needs and resources, and to evaluate technology implementation and outcomes 2. Developing plans to configure computer/technology systems and related peripherals in laboratory, classroom clusters, and other instructional and administrative arrangements 3. Developing systems for the secure maintenance of student records | MCOM 526 | ITC 526 |

III. Professionalism

The professional education program provides evidence that Instructional Technology Specialist certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

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|---|-------------------|----------------------------------|-------------------------------|
| Standard | Experience | ESU Course | KU Course |
| III.A. Professional organizations, publications and resources | | MCOM 520 MCOM 580 MCOM 581 | ITC 525 ITC 514 ITC 526 |
| III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and | | MCOM 526 MCOM 580 MCOM 585 | ITC 526 ITC 525 ITC 514 |

| | | | |
|--|--|----------------------|--------------------|
| regulations | | | |
| III.C. Collaborating with school colleagues to enhance student, teacher and administrative capabilities and improve student learning | | MCOM 526 MCOM 585 | ITC 525 ITC 526 |
| III.D. Communicating effectively with parents/guardians, other agencies and the community at large to support learning by all students | | MCOM 526 | ITC 526 ITC 525 |

*General Standards and Specific Program Guidelines for State Approval of Professional Educator Programs, Pennsylvania Department of Education, Chapter 49, Revised March 2001. June 6, 2005

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community